R E P O R T R E S U M E S

ED 011 676 CG 000 107

PROJECT 13--OUTREACH COUNSELING, MINNEAPOLIS PUBLIC SCHOOLS. PROGRESS REPORT.

BY- CUMMING, JOHN F. AND OTHERS
MINNEAPOLIS PUBLIC SCHOOLS, MINN.

PUB DATE JUN 66

EDRS PRICE MF-$0.09 HC-$2.32 58P.

DESCRIPTORS- *FOLLOWUP STUDIES, *DROPOUTS, *POST HIGH SCHOOL GUIDANCE, COUNSELING PROGRAMS, *DEPRESSED AREAS (GEOGRAPHIC), *VOCATIONAL COUNSELING, COMMUNITY RESOURCES, YOUTH PROGRAMS, MINNEAPOLIS, YOUTH DEVELOPMENT PROJECT, DIFFERENTIAL APTITUDE TEST, PROJECT 13

A 1ST-YEAR EVALUATION OF OUTREACH COUNSELING IN FOUR POVERTY AREAS OF MINNEAPOLIS IS PRESENTED. ONE COUNSELOR AND ONE CLERK WERE PLACED IN EACH OF THREE SCHOOLS TO WORK WITH GRADUATES AND DROPOUTS OF THE CLASS OF 1965 AND WITH COMMUNITY MEMBERS OR INSTITUTIONS SEEKING HELP. THE COUNSELOR'S ACTIVITIES INCLUDED CONTACTS WITH THE INDIVIDUAL STUDENTS WHO HAD LEFT SCHOOL, PARENTS, BUSINESS REPRESENTATIVES, SOCIAL AGENCY REPRESENTATIVES, AND EDUCATIONAL INSTITUTIONS. A DETAILED FOLLOWUP STUDY WAS CONDUCTED. RESULTS OF THIS STUDY SHOWED THAT DIFFERENCES BETWEEN THE HIGH SCHOOL GRADUATES AND THE DROPOUTS WERE SIGNIFICANT AT THE .001 LEVEL ON A CHI-SQUARE TEST IN SUCH AREAS AS PRESENT WORK, SCHOOL ATTENDANCE, FATHER'S OCCUPATION, AND FAMILY STATUS. A COMPARISON OF DIFFERENTIAL APTITUDE TESTS SHOWED THE GRADUATES WITH HIGHER MEAN RAW SCORES AND HIGHER AVERAGE MARKS IN THE NINTH GRADE. OTHER AREAS COMPARED WERE VOCATIONAL AND EDUCATIONAL PLANS AND PARTICIPATION IN SCHOOL ACTIVITIES OF THE GRADUATES AND DROPOUTS. THE REPORT SUGGESTS AREAS OF FUTURE WORK FOR THE OUTREACH COUNSELORS AND USES OF DATA COLLECTED IN THE FOLLOWUP STUDY. (NS)

ED011676

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROJECT 13

OUTREACH COUNSELING

MINNEAPOLIS PUBLIC SCHOOLS

PROJECT 13 - OUTREACH COUNSELING STAFF

John F. Cumming	South High School
Michael M. Davies	Vocational High School
John P. Nagle	Central High School
Gordon M. Thompson	North High School

June 1965 through June 1966

CG 000 107

PROJECT 13

A PROGRESS REPORT

This descriptive report covers the period from July 5, 1965, through June 10, 1966. The knowledge and understandings gained during the past year should provide the insights needed for providing a more effective program in 1966-67.

I wish to acknowledge the valuable assistance provided by the following persons in the continuing development of this project:

Larry Harris, Director of Economic Opportunity
for Hennepin County

Ralph H. Johnson, Director of Guidance Services,
Minneapolis Public Schools

Lawrence P. Moon, Assistant Director of Special
Federal Projects, Minneapolis Public Schools

For their contribution and assistance in the preparation of this report, acknowledgment is given to the following persons:

Iola Christopherson, School Counseling Aide,
Department of Guidance Services

Bonnie Estum, Clerk-Stenographer, Post-High-School
Counselor Program, South High School

Minneapolis, Minnesota

June, 1966

John F. Cumming

South High School

TABLE OF CONTENTS

	Page
List of Tables	i
Chapter	
I The Project 13 Program	1
A. Introduction	1
1. federal action	1
2. areas and services	1
B. Objectives	2
1. purpose	2
2. personnel and procedures	3
2 Project 13 Evaluation	5
A. Introduction	5
1. class of 1965	5
2. community members	6
B. Counselor Activities	7
1. organization	7
2. daily summary	8
3. community and school resources	10
4. outcomes of counselor activities	12
5. follow-up of graduates and dropouts	15
C. Summary	20
3 Descriptive Data With Regard to the Class of 1965	21
A. Introduction	21
B. Descriptive Factors	21
1. student mobility	21
2. family description	26
3. student goals	29
4. education factors	32
C. Summary	43
4 Comments and Recommendations	44
A. Introduction	44
B. Counselor Services	44
1. community needs	44
2. counselor activities	44
3. future direction	45
C. Follow-up Study	46
1. general comments	46
2. formal training	46
3. vocational training	47
4. future directions	48
D. Descriptive Data	49
1. general comments	49
2. discussion of results	49
3. future direction	50

LIST OF TABLES

TABLE NO.		PAGE
1.	Number of Graduates and Dropouts of the Class of 1965 from the Four Schools, North, South, Central, and Vocational by Sex . .	7
2.	Project 13 Counselor Activities for the Period July 5, 1965, through January 21, 1966	8
3.	Client Decisions to Contact Educational, Social and Employment Agencies Made During the Period July 5, 1965, through January 21, 1966	11
4.	Four Counselors' Opinions in Regard to Meeting the Objectives of Project 13	14
5.	Follow-up* of Graduates and Dropouts of the Class of 1965 For North, South, Central, and Vocational High Schools	16
6.	Types of Employment for Working Graduates and Dropouts of the Class of 1965	19
7.	Number of Changes in Home Address	22
8.	Number of School Transfers by Graduates and Dropouts of the Class of 1965 for North, South, Central and Vocational High Schools	23
9.	Number of School Years in Attendance at Minneapolis Public Schools for Graduates and Dropouts of the Class of 1965 . . .	24
10.	Number of High School Semesters Completed by Dropouts of the Class of 1965	25
11.	Junior High School Status of Graduates and Dropouts of the Class of 1965	26
12.	Average Annual Absence in Ninth Grade for Graduates and Dropouts of the Class of 1965	26
13.	A Comparison of Family Status for Graduates and Dropouts of the Class of 1965	27
14.	Father's Occupations for Graduates and Dropouts of the Class of 1965	28
15.	Vocational Plans of the Graduates and Dropouts of the Class of 1965	31
16.	Educational Plans of the Graduates and Dropouts of the Class of 1965	33

List of Tables Continued:

TABLE NO.		PAGE
17.	Distribution of Intelligence Quotients* for the Class of 1965 From North, South, Central and Vocational High Schools . .	35
18.	Average Raw Scores and Percentiles on the Differential Aptitude Tests for Graduates and Dropouts of the Class of 1965 .	36
19.	Average Mark in Grade Nine for the Graduates and Dropouts of the Class of 1965	38
20.	Number of Subjects Failed During Last Full Semester by Graduates and Dropouts of the Class of 1965	38
21.	Number of Senior High School Credits Earned	40
22.	Special Programs Taken by the Class of 1965 During Junior and Senior High School	41
23.	Number of Activities Participated in by Graduates and Dropouts of the Class of 1965	42

CHAPTER I

THE PROJECT 13 PROGRAM

Introduction

Federal action: During the past five years, a number of federal programs have been enacted to provide assistance to youth and adults, particularly those in economically depressed communities. This assistance was provided to help correct educational, socioeconomic and other handicaps that prevented the youth and adult from succeeding in society. Programs of this type include: (1) The Juvenile Delinquency and Youth Offenses Control Act of 1961, (2) The Manpower Development and Training Act of 1962, (3) The Vocational Education Act of 1963, (4) the Economic Opportunity Act of 1964 and (5) The Elementary and Secondary Education Act of 1965.

Project 13, conceived and proposed by the Youth Development Project of the Community Action Program and operated by the Minneapolis Public Schools, is an example of local action funded by the Economic Opportunity Act of 1964.

Areas and services: Project 13 was designed (1) to provide outreach counseling services, (2) to provide for curriculum evaluation, and (3) to establish communication between community action programs and the school faculties for the purpose of assisting youth and adults in economically depressed communities. The areas to be served in Minneapolis center around three high schools (1) South High, (2) Central High and (3) North High. Vocational High School was also included since a large number of Vocational's students reside in the previously mentioned areas. A proximately 1,000 youth were expected to receive assistance from the program. Also, counseling services were to be made available to community residents and agencies.

Objectives

Purpose: The purpose of Project 13 was to meet the specific needs of the under-priviledged, under-employed, and unemployed in the three target areas. These needs center around the use of educational and informational services provided by the larger community. Counseling and concomitant services were to be the main methods of meeting those needs.

Four major objectives have been designated as the main activities of the target area counselors. The designated objectives and supportive activities include the following:

A. Provide support to low income parents to help their children locate and participate in educational and other training programs.

   1. To assist neighborhood residents and organizations who indicate a concern about the problems of education and youth.

   2. To counsel with former students.

   3. To provide referral assistance to former students; for example, college applications, job references and explanation, and referral to the Youth Opportunity Center or other agencies.

B. Provide outreach counseling services to dropouts and unemployed recent graduates of four Minneapolis target area schools: (1) South, (2) North, (3) Central, and (4) Vocational.

   1. To set up and maintain a student contact and counseling program through the summer following graduation.

   2. To provide a continuing school contact for all neighborhood youths, graduated or withdrawn, and in particular, for those youths assigned to the counselor as sophomores, juniors or seniors.

   3. To indicate, through public media and other means, that counseling services are available.

   4. To personally contact dropouts to inform them of the availability of counselor services.

   5. To assist with the counseling of youths, either new or returning to the school after being withdrawn, and to assist in the back- to-school programs conducted in the late summer.

C. Provide liaison between the community action program and the facilities of the four target area schools.

1. To participate as members of the educational task force of the Economic Opportunity Committee.

2. To keep abreast of all programs available under the "War on Poverty."

3. To serve as an information link in order to promote understanding by the faculties of the community action program and other programs.

D. Provide for the collection of data on a number of questions relating to (1) the student who graduates or withdraws, (2) employment and unemployment, and (3) the need for curricular changes.

1. To maintain an accurate record of all contacts:
   a. Number of youth contacted
   b. Point of referral
   c. Neighborhood group contacts
   d. Parental contacts

2. To determine why dropouts leave school.

3. To determine what the dropouts want upon returning to school.

4. To evaluate the adequacy of the curriculum.

5. To evaluate the use made of community resources by the dropout.

Personnel and procedures: One counselor and one steno-clerk were assigned to each of the four schools, with duties beginning in the latter part of June, 1965, and continuing until June, 1966. Duties of the counselors were outlined and derived from the stated objectives mentioned previously. Because of differences in school procedures and student populations, the activities of each counselor varied to some extent.

A number of forms were designed to permit accurate recording of (1) the counselors' activities, (2) the information from the cumulative records, (3) the follow-up information and (4) the context of individual contacts. The information accumulated by these methods was expected to be useful in determining how the schools can be of further assistance to the people of the community.

The population to be dealt with through counseling procedures can be divided into the following categories: (1) graduates, (2) withdrawals, including dropouts, and (3) individual contacts. For each school, the graduates and withdrawals are or were members of the graduating class of 1965, and the individual contacts could be any person receiving counseling or guidance through the Project 13 counselor.

In addition to the four counselors and clerks, an advisory committee was organized, with the Minneapolis Public Schools Consultant in Counseling serving as chairman. This committee was organized for the purpose of providing the Project counselors with a direct contact with the target area communities. Initially, an attempt was made to select an equal number of members from each community, representing a cross-section of interests. There were also several ex-officio members, including the (1) Director of Special Federal Projects, Minneapolis Public Schools, (2) Director of Economic Opportunity, and (3) Special Services Coordinator, Youth Development Project.

CHAPTER 2

PROJECT 13 - - EVALUATION

Introduction

In order to evaluate the extent that the program has met the purposes as outlined in the four objectives listed in Chapter I, this discussion has been divided into two general areas: (1) a description of the efforts made by the four counselors to serve the needs of the general community and the results of those efforts and (2) the data collected from the cumulative records with regard to dropouts and graduates. Data from the cumulative records were also collected with regard to person to person contacts, but these were not scheduled for evaluation until after July 1, 1966. The data with regard to counselor efforts will be discussed in this chapter, and the cumulative record data with regard to graduates and dropouts will be discussed in Chapter 3.

Class of 1965: The population served by the Project 13 counselors included both the class of 1965 and other community members. For the class of 1965, a working definition in terms of "holding power" was developed because of the widespread assumption that the schools have some control over the causes of dropouts. Three groups were defined within the class of 1965: (1) transfers, (2) graduates, and (3) dropouts. The transfers were considered to have passed out from control of the school from which they transferred and were not used for comparative purposes in the description of the class of 1965. The graduates included those individuals who met the requirements for graduation prior to the tabulation of the data. Individuals who neither graduated nor transferred to another school were defined as dropouts. This is a rather loose definition of dropouts and includes, for example, students who had been transferred

to Red Wing, homebound classes, or Sauk Center. These students were included as dropouts since the responsibility for issuance of the graduation diploma to such students remains with the home school.

Table 1 shows the number of graduates and dropouts of the class of 1965 from North, South, Vocational and Central High Schools. Of the 1546 graduates, 760 were boys and 786 were girls, and of the 553 dropouts, 340 were boys and 213 were girls. Both sets of boy-girl proportions were similar to national averages, and the twenty-five percent dropout rate was somewhat lower than the national dropout rate. Of course, Minneapolis is not the nation, and while rural areas might have few or no resources for dealing with a problem of this type, Minneapolis does have a wide variety of resources, including a large, flexible school system.

Community members: In addition to the graduates and dropouts of the four target area schools, the counselors also worked with members of the community at large. These people could be classified into four groups as follows: (1) parents seeking assistance for their children; (2) business representatives wanting reference material; (3) social agency representatives desiring historical data and other types of assistance; (4) educational institutions requesting transcripts and other pertinent information and (5) individuals seeking educational, vocational and/or personal help.

TABLE 1
NUMBER AND PERCENT OF GRADUATES AND DROPOUTS OF THE CLASS OF 1965
FROM THE FOUR SCHOOLS (NORTH, SOUTH, CENTRAL, AND VOCATIONAL), BY SEX

	Graduates				Dropouts				1965 CLASS TOTAL	
	M	F	TOTAL N	%	M	F	TOTAL N	%	N	%
NORTH	258	297	555	(78)	97	57	154	(22)	709	(100)
SOUTH	176	176	352	(69)	94	62	156	(31)	508	(100)
CENTRAL	153	150	303	(72)	62	53	115	(28)	418	(100)
VOCATIONAL	173	163	336	(72)	87	41	128	(28)	464	(100)
TOTAL	760	786	1546	(74)	340	213	553	(26)	2099	(100)

Counselor Activities

Organization: The basic structure of the project was included in the original proposal for funding. Within this structure, the four counselors acted as a team, meeting with other interested parties, to determine ways and means of achieving the objectives. These group meetings, serving as a means for maintaining group consensus, were necessary because four individual counselors serving under four administrators might provide more varied approaches for any effort. The avoidance of the problem of varied approaches occured only because the four counselors met often to define their goals, forms and techniques. However, minor variations in procedures, definitions of terms and other areas were necessary and did occur but did not affect the over-all operation of the project.

Primary requisites for a program such as Project 13 were freedom from administrative interference and the provision for enough flexibility to deal with situations requiring immediate attention. For example, during the early stages of the program, there was some question concerning the duties of the steno-clerk. However, the original proposal, as submitted for funding, made clear that the steno-clerk was under the direction of the counselor and that her primary function was to serve the needs of the Project 13 program.

Also, related to freedom of action and flexibility were the questions about office space, assigned duties, telephones, supplies and furniture, and freedom of counselor to be in and out of the building at will. Through the cooperation of all parties concerned, these questions were resolved with little or no difficulty, and the four counselors were provided with the maximum opportunity to serve the needs of the community.

Daily Summary: An important aspect of Project 13 was the responsibility of the counselor to provide outreach counseling and guidance services to the community. A summary of counselor efforts to provide assistance is listed in Table 2, which shows Project 13 counselor activities for the period July 5, 1965, through January 21, 1966. The period July 5, 1965, through January 1, 1966 inclusive, was chosen because of the natural break at semester time and because of the need to evaluate the program before the end of the second semester.

TABLE 2
Project 13 Counselor Activities
For the Period July 5, 1965, through January 21, 1966

ACTIVITIES	NORTH	SCUTH	CENTRAL	VOCATIONAL	TOTAL
Personal contacts	841	514	1171	443	2,969
Student group conferences	2	2	24	0	28
Telephone contacts	1292	686	1809	1893	5,680
Tests administered	1	0	42	11	54
Correspondence	1619	1267	1537	959	5,382
Non-student conferences	139	27	138	102	406
Teacher Contacts	184	124	204	98	610
Individuals Contacted	219	212	323	159	913

When the project was written, the authors anticipated that the four counselors would have contact with approximately 1,000 individuals during the first year of operation. This was nearly accomplished during the first six months of the program since the four counselors made 2,969 personal contacts with 923 individuals, and as a result of this service, many specific referrals were made to such organizations as the Youth Opportunity Center. Apparently the one additional type of personal contact, the group contact, was not used to any great extent in three of the schools since South and North each had only two such contacts and Vocational had none. Test administration, which is another service usually considered as an essential part of counseling, was rarely used by three of the four schools, with Central High School providing most of the testing that was done.

More than 5,680 phone calls were recorded, including both the incoming and the outgoing calls. The three main classes of calls were (1) reference requests by potential employers, (2) follow-up efforts to find and question graduates and dropouts, and (3) requests by individuals for assistance. This extensive use of the telephone was anticipated, and direct line phones were requested and installed. Although not recorded as person-to-person communication, the contacts through the medium of the telephone were considered by the counselors to be a significant part of the counselor activities.

During the seven month period July 5, 1965, through January 21, 1966, 5,382 items of correspondence were attended. These items mainly consisted of (1) job recommendations, (2) college applications, (3) Vocational post-graduate course applications, (4) dependency reports for Social Security, (5) requests for information in regard to high school credits and graduation, (6) follow-up post cards, (7) Project 13 explanations to community agencies, and (8) unclassified requests.

Of the remaining two catagories in Table 2, the 406 non-student conferences involved advisory meetings, counselor meetings and others. The 610 teacher contacts were mainly for the purpose of discussing ways and means of dealing with the returning student's problems. These returning students have had difficulty with personality, curriculum, ability, and length of school day, and often required a program unique to their needs. Through these personal contacts with the teachers, the counselors were able to accommodate the school program to meet the needs of these individuals, and as a result, many of those individuals who were previously unable to stay in school are now completing the semester in a satisfactory manner.

Community and school resources: One of the major objectives of Project 13 was to provide information about the various educational, social and employment agencies to members of the four target area communities. Hopefully, the counseling relationship would provide an effective means of transmitting this information. A seemingly simple method for determining the extent to which this transmission has occurred would be to tabulate the number of such counseling sessions. However, several questions might arise with regard to this tabulation; for example, how do we determine the results for the individual who has had eight or nine counseling sessions? We decided to choose the primary client decision even though this procedure is questionable. We recognized that the individual might have decided to choose a specific resource prior to the counseling session but since we had no valid way for determining prior commitment, the assumption was made that the counseling session made a positive contribution to the client's decision. Table 3 shows client decisions made, during the period July 5, 1965, through January 21, 1966, to contact community resources.

The tabulations show number by school, with the total for each resource also shown. Close inspection of the table shows that the decisions to contact resources vary somewhat from school to school. These results probably reflect differences in general school programs, administrative procedures and availability of resources.

TABLE 3
NUMBER OF CLIENT DECISIONS TO CONTACT EDUCATIONAL, SOCIAL, COMMUNITY AND EMPLOYMENT AGENCIES MADE DURING THE PERIOD
July 5, 1965, through January 21, 1966

RESOURCES	NORTH	SOUTH	CENTRAL	VOCATIONAL	TOTAL
Work program	29	20	8	2	59
Occupational training program	11	16	0	0	27
Regular school program	44	12	4	26	86
Part-time school program	14	4	0	8	26
School-staff	1	6	0	0	7
Correspondence and evening school	10	19	22	12	63
Technical training schools	6	6	3	7	22
High School equivalency certificate	2	1	4	3	10
Colleges	6	22	5	5	38
Youth Opportunity Center	41	13	49	47	150
Directly to employer	6	4	8	4	22
N.Y.C. high school program	12	15	0	0	27
College work study program	7	1	7	0	15
School rehabilitation center	2	2	2	0	6
Other resources	12	10	2	12	36
Continuing counseling	16	61	209	33	319
Total	219	212	323	159	913

A follow-up[1] of the clients is now being conducted to determine: (1) how many individuals actually made contact with the primary resource, (2) whether the client was satisfied or dissatisfied with the primary resource contact, and (3) the results of the primary resource contact. These results include individual contacts for the period July 5, 1965, through June 10, 1966, because July 5, 1965, was the date that Project 13 became operational, and June 10, 1966, was the last day of school for the spring semester.

[1]Results based upon incomplete returns at South High School indicate that eighty-five percent of the clients actually did make the specified contact. Of those clients making contact with the specified resource, eighty-seven percent were satisfied with the results of this contact. In addition, the contacts resulted in the following actions: (1) re-enrollment in regular school, (2) enrollment in part-time or evening school, (3) direct employment, and (4) vocational training through special programs.

Outcomes of counselor activities: The provision of freedom of action and flexibility, written into the program, enabled the counselors to directly influence the resolution of some problems affecting the target area communities. Several of the areas in which the counselors took direct action were described in the latest proposal for Project 13 refunding as follows:

> "It is anticipated that the intended results will be achieved because of the influence of the present program on the schools and the response to the program by youth and other residents of the community.
>
> "For example, the post-high school counselor at Central was influential in getting a 10th grade cooperative work program in addition to the Neighborhood Youth Corps (NYC), which could not take all the referrals. Also, in some cases, the NYC was inappropriate since the student could not work more than 10 or 15 hours per week.
>
> "At Vocational High School, the post-high school counselor was able to collect data that have now qualified the school for programs under PL 89-10. Initially, the financial and educational level of that school were underrated because it draws from the entire city, and no record had been kept of family income, etc. Many of the u perclassmen participate in work-study programs in their trade area but the underclassmen were more likely to drop out.
>
> "The post-high school counselor at North has worked closely with other agencies in that area and was able to contact approximately 80 youth who returned to school at mid-year. His value to the community has been great enough so that another counselor will be added to the staff at North to assist him under funds from PL 89-10, Title I.
>
> "The counseling staff and administrators at South had long recognized the need for special programs due to the high mobility rate of their students and the many other learning and behavior problems related to poverty. One counselor was assigned to that school on an ungraded basis and one ungraded teacher was added. This school was the first in the city to have work programs at grades 10, 11, and 12 nearly a year before NYC. The post-high school counselor and ungraded counselor have played a major role expanding the work programs, and next year the ungraded program will be extended to at least four teachers.

"The four post-high school counselors were successful in initiating an 'Independent Study Unit' similar in some ways to the Adult Basic Education Program. However, students younger than 18 may participate, and the grade level of achievement is not restrictive. This program was approved and initiated at local expense.

"All four counselors have participated actively in interpreting their own program and other 'War on Poverty' programs to the community. They have also served their own staffs and faculties and Minneapolis counselors in general by keeping them up to date on C.A.A. and related programs.

"It is anticipated that all of these activities will increase with the experience gained from the present program.

"The formal evaluation of the program and the students it has served will not be completed until this summer. All graduates of the 1965 graduating classes are being followed. All students who entered 10th grade with that class in the Fall of 1962 but did not graduate are being sought. All referrals made to other agencies are being checked for action. These activities will continue.

"The post-high school counselor at Vocational felt that this program had enough to offer to other counselors so that he prepared a paper for the American Personnel and Guidance Association national convention in Washington, D.C., and attended at his own expense."

Throughout the year, the counselors met periodically for the purpose of discussing ways and means of implementing the program objectives as outlined in Chapter I. Table 4 shows the four counselors' opinions with regard to how well the objectives of Project 13 were met for the Period July 5, 1965, through June 10, 1966. The objectives as shown in the table have been condensed but still contain the original meaning. The three criteria--(1) satisfacory, (2) needs improvement, and (3) unsatisfactory or none--were considered as appropriate for the purpose. According to the table, the counselors felt general satisfaction with their progress to date while indicating the need for improvement in many areas. For the second year of the program, a shift of action away from organization and toward more community outreach is anticipated.

TABLE 4
Four Counselor's Opinions in Regard to Meeting the Objectives of Project 13

OBJECTIVES	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY OR NONE
To assist neighborhood residents and organizations		4	
To counsel with former students	4		
To provide referral assistance to former students	3	1	
To maintain student contact during the summer	3	1	
To provide continuing school contact for neighborhood youths	4		
To use public media and other means of contacts		4	
To personally contact dropouts	2	1	1
To assist with entering or withdrawing students	1	3	
To participate as members of the educational task force		1	3
To keep abreast of all "poverty" programs	2	2	
To serve as information source for faculties	1	3	
To maintain an accurate record of contacts	2	2	
To determine why dropouts leave school	1	2	1
To determine the curricular needs of dropouts		3	1
To evaluate the adequacy of the curriculum	2	1	1
To evaluate the dropout's use of community resources	1	1	2

Follow-up of Graduates and Dropouts: A question of major importance with regard to high school graduates and dropouts is, "What do they do when they leave school?" While there was available general information such as the number of seniors entering college each year and the number of boys being drafted each month, there was very little information pertinent to the four Project 13 schools. In addition, application of national averages to the four schools was not considered appropriate since these averages were derived from a more diverse population than that of North, South, Central and Vocational high schools.

A follow-up of graduates and dropouts of the class of 1965 would be useful for several reasons. For example, how many individuals go on to some kind of formal training, or how many dropouts are working within the skilled labor classification? In addition to the need for establishment of base rate with regard to the total population including the graduates and the dropouts, there was a need for information relative to curricular content and counseling techniques. In order to obtain this kind of information, a follow-up study of graduates and dropouts of the class of 1965 was conducted during the fall and winter of 1965.

Table 5 shows a follow-up of graduates and dropouts of the class of 1965 for North, South, Central and Vocational high schools, showing both the number and percent of individuals. A comparison of graduate and dropout distributions yielded a x^2 of 471 with 13 degrees of freedom. This x^2 was significant at the .001 level.

TABLE 5

Follow-up* of Graduates and Dropouts of the Class of 1965
For North, South, Central, and Vocational High Schools

RESPONDENT'S CLAIMED ACTIVITY	GRADUATES N=1472		DROPOUTS N=362		TOTAL	
	N	%	N	%	N	%
Full-time employment	616	(41.9)	120	(33.2)	736	(40.1)
Full-time employment and college	21	(1.4)	0	(0.0)	21	(1.2)
Full-time employment and business school	46	(3.1)	1	(0.3)	47	(2.6)
Full-time employment and housewife	5	(0.3)	9	(2.5)	14	(0.8)
Part-time employment	34	(2.3)	10	(2.8)	44	(2.4)
Part-time employment and college	206	(14.0)	0	(0.0)	206	(11.2)
Part-time employment and business school	52	(3.5)	1	(0.3)	53	(2.9)
Part-time employment and housewife	3	(0.2)	1	(0.3)	4	(0.2)
College (only)	224	(15.2)	1	(0.3)	225	(12.3)
Business and trade school (only)	74	(5.0)	10	(2.8)	84	(4.8)
Armed Forces	83	(5.6)	75	(20.7)	158	(8.6)
Housewife	31	(2.1)	37	(10.2)	68	(3.7)
Re-enrolled	0	(0.0)	30	(8.3)	30	(1.6)
Unemployed	77	(5.2)	67	(18.5)	144	(7.9)
Total (respondents)	1472	(99.8)	362	(100.08)	1834	(99.96)
Unknown	74		183		257	
Total (class of 1965)	1546		545		2081	

*The follow-up of graduates was conducted during October-November of 1965, and the follow-up of dropouts was conducted during January-February of 1966.

Chi-square = 471
df = 13
P< = .001

Full-time employment is the first activity listed in the table, with sub-catagories such as full-time employment and college following in order. No individual has been counted more than once and percentages have been derived from a comparison of a given catagory such as graduates who became housewives with the total number of graduate respondents.

Forty-five percent of the class of 1965 was working full time at the time of the follow-up, including forty-seven per cent of the graduates and about thirty-seven percent of the dropouts. Thirty percent of the graduates were attending college and, surprisingly, one dropout also indicated college enrollment. About seventeen percent of the class of 1965 were working part time when the follow-up was conducted, including twenty percent of the graduates and only three percent of the dropouts.

Ten percent of the class of 1965 were enrolled in either business school or one of the various types of trade schools at the time of the follow-up. Of the graduates, twelve percent were enrolled in business or trade schools, while only three percent of the dropouts were enrolled in these schools.

Twenty-one percent of the dropouts were serving in the armed forces, while only six percent of the graduates had enlisted or been drafted. For the entire class, the total was nine percent.

Only eight percent of the dropouts had re-enrolled in high school.

Five percent of the graduates and nineteen percent of the dropouts were unemployed, while for the entire class of 1965, eight percent were unemployed. Because of the efforts of the our counselors in urging

these unemployed to take advantage of the surging economy, the percentage of unemployed was considerably reduced.

Less than five percent of the graduates remained unknown, but the dropouts proved to be more difficult to locate, probably because of the longer amount of time that they had been out of school. However, the counselors were able to account for 362 of 545 (or sixty-six percent) of the dropouts.

Types of employment for working graduates and dropouts of the class of 1965 are shown in Table 6. Thirty-six percent of the graduates and ten percent of the dropouts were working in the clerical field, with the majority being girls. Eight percent of the graduates and three percent of the dropouts were employed as sales personnel. Only two percent of each group, graduates and dropouts, were employed in domestic services. Fourteen percent of the graduates and ten percent of the dropouts were employed in the personal services areas. Of the graduates, eleven percent of the boys were in the armed forces, and forty-five percent of the male dropouts were in the armed forces. Nine percent of the graduates and eight percent of the dropouts were classified as being employed in skilled labor. Finally, twenty-two percent of the graduates and twenty-nine percent of the dropouts were working in semi-skilled occupations or as unskilled laborers.

TABLE 6
Types of Employment for Working Graduates and Dropouts of the Class of 1965*

TYPE OF EMPLOYMENT	WORKING GRADUATES						WORKING DROPOUTS					
D.O.T. Classification	Male N=510		Female N=533		Total N=1043		Male N=164		Female N=46		Total N=210	
	N	%	N	%	N	%	N	%	N	%	N	%
Professional	2	--	1	--	3	--	1	--	0	--	1	--
Semi-Professional	12	(4)	6	(6)	18	(2)	0	--	0	--	0	--
Managerial	1	--	0	--	1	--	0	--	0	--	0	--
Clerical	75	(15)	304	(57)	379	(36)	9	(5)	13	(28)	22	(10)
Sales	30	(6)	58	(11)	88	(8)	3	(2)	3	(7)	6	(3)
Domestic	0	--	15	(3)	15	(2)	1	(1)	4	(9)	5	(3)
Personal	75	(14)	75	(14)	150	(14)	8	(5)	12	(28)	20	(10)
Protective	59	(11)	3	--	62	(6)	74	(45)	0	--	74	(35)
Building	10	(2)	0	--	10	--	3	(2)	0	--	3	(1)
Agriculture, Fishery, and Forestry	4	--	0	--	4	--	0	--	0	--	0	--
Skilled &	69	(13)	22	(4)	91	(9)	17	(10)	0	--	17	(8)
Semi-Skilled	99	(19)	24	(5)	123	(12)	31	(19)	7	(15)	38	(18)
Unskilled	74	(15)	25	(4)	99	(10)	17	(10)	6	(13)	23	(11)
		99		99		99		100		100		99

*This table includes all part-time and full-time working respondents of the class of 1965.

Chi-square=209
df=12
P<.001

Summary

(1) The population served by the four Project 13 counselors consisted of (a) the class of 1965 from North, South, Central and Vocational High Schools and (b) the community members at large. The class of 1965 consisted of the following: (a) graduates, (b) transfers, and (c) dropouts.

(2) The four counselors served both the class of 1965 and the community at large in a variety of ways, including 2,969 personal contacts with 923 individuals during the period July 5, 1965, through January 21, 1966.

(3) The four counselors engaged in a continuous redefinition of goals and tasks, which was made possible through the freedom of action provisions in the original proposal.

(4) Follow-up studies with regard to vocational and educational activities of graduates and dropouts were conducted. Chi-square tests of significance with regard to distribution comparisions were significant at the .001 level.

(5) A follow-up of personal contacts was planned to determine the effectiveness of the counseling assistance received by the clients.

(6) Descriptive data from the cumulative records of both graduates and dropouts were recorded and submitted for evaluation.

(7) In general, progress toward the specified objectives was considered by the counselors to be satisfactory. However, certain areas such as (a) contact with potential dropouts, (b) continuing contact with community members and organizations, and (c) the dissemination of relevant information to staff and the public will require special attention in the upcoming year.

(8) There was less counselor emphasis upon theory and technique and more attention to immediate needs than would have been expected or possible in a regular school setting.

CHAPTER 3

DESCRIPTIVE DATA WITH REGARD TO THE CLASS OF 1965

Introduction

A basic premise of the proposal for Project 13 was that the population in the target areas differed from that of the city as a whole, and that because of this uniqueness, curriculum and counseling procedures as applied to the entire school system might need modification when applied to the target area (poverty) population.

If we are to modify the target area school curriculum and counseling procedures, knowledge of the incoming sophomores seems to be necessary, and a comparison of graduates with dropouts seems desireable. Of course, it is possible that while differences between graduates and dropouts might occur which can be shown to be statistically significant, these differences might not be workable in the school situation if the two populations cannot be separated.

The characteristics of the class of 1965 tabulated from the cumulative records, can be grouped into the following general catagories: (1) student mobility, (2) family description, (3) student goals, and (4) education factors. The data are presented in terms of graduates, dropouts and total population, with both number and percentage indicated.

Descriptive Factors

Student mobility: Under the term "student mobility," the following items will be considered: (1) home address changes, (2) number of school transfers, (3) years of attendance in Minneapolis schools, (4) semesters completed by dropouts, (5) junior high school status, and (6) average annual absence. Table 7 shows the number of home address changes.

with regard to graduates and dropouts of the class of 1965, with differences between graduates and dropouts significant at the .001 level. The number of changes in address was taken from the cumulative records from the time of first grade entry through graduation or termination. The number of changes in address for the dropouts is not exactly comparable to that of the graduates since most dropouts were in school for a shorter period of time than the graduates. A more workable alternative would have been to count the number of home address changes from the time of first grade entry through the ninth grade. In addition to being a more valid figure, the comparison would have been pertinent to proposed changes during the sophomore year of school.

TABLE 7

Number of Changes in Home Address, First Grade Through Termination

Number of Changes	Graduates N=1535		Dropouts N=549		Total N=2084	
	N	%	N	%	N	%
0	524	(34)	104	(19)	628	(30)
1	426	(28)	79	(14)	515	(25)
2	227	(15)	94	(17)	321	(15)
3	107	(7)	56	(10)	163	(8)
4	80	(5)	56	(10)	136	(7)
5	49	(3)	35	(6)	84	(4)
6	44	(3)	33	(6)	77	(3)
7	22	(1)	26	(5)	48	(2)
8	23	(1)	16	(3)	39	(2)
9	33	(2)	50	(9)	83	(4)
Total	1535	(99)	549	(99)	2084	(100)

Chi-square = 161
df = 9
P $\angle$ = .001

Eighty-four percent of the graduates had not more than three changes in home addresses, while sixteen percent had four or more changes. Sixty percent of the dropouts had not more than three home address changes, and forty percent had four or more address changes. For the total class of 1965, seventy-eight percent had three or less address changes, while twenty-two percent had four or more changes. Any number of changes greater than nine was included in the nine category.

Table 8 shows the number of school transfers by graduates and dropouts of the class of 1965 for North, South, Central and Vocational high schools, with differences between graduates and dropouts significant at the .001 level. The number of transfers was taken from the time of entry into school until graduation or termination. The transfers are listed as zero through nine, with more than nine transfers being included in the nine catagory. Both the number and percentage of graduates and dropouts are shown, along with the number and percentage for the total class of 1965. Only nine percent of the graduates, in comparison with twenty-six percent of the dropouts, had more than three school transfers. For the class of 1965, eighty-five percent had fewer than four school transfers, and fifteen percent had four or more transfers.

TABLE 8

Number of School Transfers by Graduates and Dropouts of the Class of 1965 for North, South, Central and Vocational High Schools

Number of School Transfers	Graduates N=1541		Dropouts N=549		Total N=2090	
	N	%	N	%	N	%
0	712	(46)	118	(21)	830	(39)
1	433	(28)	128	(23)	561	(27)
2	167	(11)	91	(17)	258	(12)
3	90	(6)	64	(12)	154	(7)
4	57	(4)	44	(8)	101	(5)
5	33	(2)	22	(4)	55	(3)
6	15	(1)	28	(5)	43	(2)
7	15	(1)	22	(4)	37	(2)
8	7	---	13	(2)	20	(1)
9	12	(1)	19	(3)	31	(1)
Total	1541	(100)	549	(99)	2090	(99)

Chi-square = 210
df = 9
P = .001

The number of school years in attendance at Minneapolis Public Schools for graduates and dropouts of the class of 1965 is shown in Table 9. A chi-square test applied to the distributions was significant at the .001 level. The years in attendance extend from zero (a graduate who earned her credits at Sauk Center Home School For Girls) to fifteen (for several individuals who earned fewer than the required credits in

some years or who failed a semester or year of school). Kindergarten was counted as two semesters, which accounts for the high number of graduates having thirteen years in attendance. According to Table 9, sixty-one percent of the graduates and forty-seven percent of the dropouts were in Minneapolis schools for ten years or more. For the entire class of 1965, sixty percent were in attendance for ten years or more.

TABLE 9
Number of School Years in Attendance at Minneapolis Public Schools for Graduates and Dropouts of the Class of 1965

Years in Attendance	Graduates N=1538		Dropouts N=548		Total N=2086	
	N	%	N	%	N	%
0	1	---	20	(4)	21	(1)
1	22	(1)	28	(5)	50	(2)
2	32	(2)	26	(5)	58	(3)
3	57	(4)	31	(6)	88	(4)
4	110	(7)	44	(8)	154	(7)
5	103	(7)	30	(5)	133	(6)
6	67	(4)	26	(5)	93	(4)
7	36	(2)	19	(3)	55	(3)
8	41	(3)	30	(5)	71	(3)
9	63	(4)	33	(6)	96	(5)
10	51	(3)	63	(11)	114	(5)
11	55	(4)	84	(15)	139	(7)
12	89	(6)	77	(14)	166	(8)
13	766	(49)	34	(6)	800	(38)
14	38	(2)	3	(1)	41	(2)
15	7	---	0	---	7	---
Total	1538	(98)	548	(99)	2086	(98)

Chi-square = 463
df = 13
P = .001

The number of high school semesters completed by dropouts of the class of 1965 is shown in Table 10. There was no significant difference between boys and girls. A completed semester was defined as one for which one or more grades were reported. So, even though a student would usually graduate upon successful completion of six semesters, some students might have completed seven or eight semesters without graduating. Nine was coded if the last school attended was outside Minneapolis.

TABLE 10

Number of High School Semesters Completed by Dropouts of the Class of 1965

Number of Complete Semesters	Dropouts: Male N=337		Female N=212		Total N=549	
	N	%	N	%	N	%
0	21	(6)	17	(8)	38	(7)
1	42	(12)	27	(13)	69	(13)
2	60	(18)	40	(19)	100	(18)
3	72	(21)	39	(18)	111	(20)
4	48	(14)	31	(15)	79	(14)
5	31	(9)	26	(12)	57	(10)
6	42	(12)	19	(9)	61	(11)
7	3	(1)	2	(1)	5	(1)
8	1	---	0	---	1	---
9	17	(5)	11	(5)	28	(5)
Total	337	(98)	212	(100)	549	(99)

Chi-square = 3
df = 8
N.S.

Table 11 shows the junior high school status of graduates and dropouts of the class of 1965, with differences significant at the .001 level. According to the table, seventy-three percent of the class of 1965 were in the Minneapolis school system for grades eight and nine, while sixty-nine percent were in all three junior high school grades. For the graduates, seventy-four percent were in Minneapolis schools for grades eight and nine, while sixty-seven percent of the dropouts were in grades eight and nine. The catagory "other" refers to students who might, for example, have entered seventh grade, left while in eighth grade and re-entered for ninth grade.

TABLE 11

Junior High School Status of Graduates and Dropouts of the Class of 1965

Junior High Status	Graduates N=1536		Dropouts N=548		Total N=2084	
	N	%	N	%	N	%
Out of city, 7th grade	33	(2)	21	(4)	54	(3)
Parochial, 7th grade	11	(1)	5	(1)	16	(1)
Out of city, 7th & 8th grade	71	(5)	40	(7)	111	(5)
Parochial, 7th & 8th grade	208	(13)	46	(8)	254	(12)
Minneapolis Schools, all grades	1103	(71)	340	(62)	1443	(69)
Other	110	(7)	96	(18)	206	(10)
Total	1536	(99)	548	(100)	2084	(100)

Chi-square = 66
df = 5
P< = .001

Table 12 shows the average annual absence in ninth grade for graduates and dropouts, with differences significant at the .001 level. According to the table, the graduates average about ten days absence a year and the dropouts about twenty-two days absence a year. The difference is obviously marked but would probably be more meaningful if we had a measure of variation. The differences between male and female graduates or male and female dropouts are not great enough to warrant special consideration.

TABLE 12

Average Annual Absence in Ninth Grade for Graduates and Dropouts of the Class of 1965

Absence	Graduates			Dropouts		
	Male N=693	Female N=720	Total N=1413	Male N=291	Female N=178	Total N=469
Average Days	9.49	11.24	10.38	21.08	24.31	22.31

Chi-square = 465
df = 1
P< = .001

Family description: The term family description includes two items: (1) father's occupation in terms of D.O.T. catagorics and (2) family status in terms of normal, divorced etc. Both status and occupation have been reported as being related to whether or not an individual completes his high school education. Another reason for tabulating the father's occupation

was for purposes of permitting comparison with the student's vocational goals and attainment after school graduation or termination from school. Table 13 shows a comparison of family status for graduates and dropouts of the class of 1965, with differences significant at the .001 level. Totals for graduates, dropouts and the entire class are given in numbers and percent. The results are not given for boys and girls separately because there were no differences between them in this area.

TABLE 13
A Comparison of Family Status for Graduates and Dropouts of the Class of 1965

Family Status	Graduates N=1543		Dropouts N=548		Total N=2091	
	N	%	N	%	N	%
Normal	1092	(71)	279	(51)	1371	(66)
Adopted	3	---	0	---	3	---
Stepfather	84	(5)	44	(8)	128	(6)
Stepmother	14	(1)	7	(1)	21	(1)
Living with relatives	20	(1)	13	(2)	33	(2)
Separated	47	(3)	42	(8)	89	(4)
Divorced	151	(10)	97	(18)	248	(12)
State Ward	5	---	8	(1)	13	(1)
Other	127	(8)	58	(11)	185	(9)
Total	1543	(99)	548	(100)	2091	(101)

Chi-square = 90
df = 8
P$\angle$ = .001

According to Table 13, seventy-one percent of the graduates and fifty-one percent of the dropouts grew up in normal families. In addition, seven percent of the graduates and eleven percent of the dropouts were living with either relatives or one parent and a step-parent. Thirteen percent of the graduates and twenty-six percent of the dropouts were living in either separated or divorced families, with the total for the class being sixteen percent. One percent of the class were considered to be state wards and nine percent were classified as other (for example, living alone in an apartment after the death of both parents).

Father's occupations for graduates and dropouts of the class of 1965 are shown in Table 14, with differences significant at the .001 level. The proportions with regard to boys and girls are similar, so only the totals for graduates, dropouts and the class are shown. Ten percent of the class of 1965 had fathers who were employed in occupations classified as professional, semi-professional or managerial according to the Dictionary of Occupational Titles. Eleven percent of the graduates and five percent of the dropouts had fathers employed in the professional, semiprofessional or managerial field. Eleven percent of the class of 1965 had fathers employed in the clerical and sales fields. Seven percent of the class of 1965 had fathers employed in service occupations.

TABLE 14

Father's Occupations for Graduates and Dropouts of the Class of 1965

Occupations (D.O.T. Classification)	Graduates N=1517		Dropouts N=544		Total N=2061	
	N	%	N	%	N	%
Professional	57	(4)	4	(1)	61	(3)
Semi-Professional	31	(2)	4	(1)	35	(2)
Managerial	79	(5)	15	(3)	94	(5)
Clerical	95	(6)	24	(4)	119	(6)
Sales	86	(6)	23	(4)	109	(5)
Service	108	(7)	31	(6)	139	(7)
Agriculture (etc.)	2	---	0	---	2	---
Skilled trades	571	(38)	193	(35)	764	(37)
Semi-skilled	101	(7)	29	(5)	130	(6)
Unskilled	123	(8)	56	(10)	179	(9)
Unknown or Deceased	264	(17)	165	(30)	429	(21)
Total	1517	(100)	544	(99)	2061	(101)

Chi-square = 65
df = 10
P< = .001

Only two of 2061 individuals had fathers employed in the agricultural, forestry and fishery occupations. Thirty-seven percent of the class of 1965 had fathers employed as skilled laborers, with the proportion being about the same for both graduates and dropouts. For the semi-skilled and unskilled occupations, the proportion for both graduates and dropouts was

fifteen percent. The only catagory where there seemed to be any real difference was the unknown or deceased catagory which included seventeen percent of the graduates' fathers and thirty percent of the dropouts' fathers. In actual numbers, this amounted to 264 graduates as compared to 165 dropouts.

Student goals: The educational and vocational goals of students from poverty areas have recently been of major interest to educators. The two goals included in this catagory provide an opportunity to compare the goals, within a poverty area, of graduates and dropouts. This comparison will provide information with regard to (1) the number of students who have made a choice, (2) the level of their aspiration, (3) any difference between dropouts and graduates, (4) any differences between boys and girls, and (5) post-high school activity.

The vocational plans of the graduates and dropouts of the class of 1965 are shown in Table 15, with differences significant at the .001 level. The information, taken from the cumulative records of each student, was recorded each year by each student's homeroom teacher. The plans were classified in terms of occupations as defined by the Dictionary of Occupational titles. Also, the catagory "indefinite" was tabulated in addition to the occupational definitions, and of the class of 1965, fifty-two percent were in this catagory. The proportions of graduates and dropouts with indefinite plans were fifty-nine percent and fifty percent respectively. Eighteen percent of the class of 1965 aspired to professional and semi-professional occupations. These included twenty-

two percent of the graduates and eight percent of the dropouts. Only one of 2089 students had plans indicating a managerial interest. Ten percent of the graduates and eight percent of the dropouts were interested in the clerical occupations. This amounted to ten percent of the class of 1965.

Most of the interest in clerical work was expressed by girls with nineteen percent expressing such interest as opposed to two percent of the boys having clerical goals; only 12 of 2089 individuals were interested in the sales areas. Six percent of the class, breaking down to five percent of the graduates and six percent of the dropouts, were interested in the service occupations, including four percent of the boys and seven percent of the girls. Ten of 2087 students were interested in the agriculture, forestry and fishery occupations. Those students aspiring to the skilled trades included: (1) nineteen percent of the male graduates and four percent of the female graduates, totaling eleven percent; (2) twenty-five percent of the male dropouts and four percent of the female dropouts, totaling seventeen percent; (3) twenty-one percent of the males of the class of 1965 and four percent of the females, totaling thirteen percent of the class. Two students of a possible 2087 choose the semi-skilled occupations, and only one individual was interested in an unskilled occupation.

The educational plans of the graduates and dropouts of the class of 1965 are shown in Table 16, with differences significant at the .001 level. Both number and percentage of male and female graduates and dropouts are shown. The catagories were chosen to indicate the general

TABLE 15

Vocational Plans of the Graduates and Dropouts of the Class of 1965

Vocational Plans	Graduates						Dropouts						Total					
	M=757		F=783		T=1540		M=337		F=212		T=549		M=1094		F=995		T=2089	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Professional	113	(15)	153	(20)	266	(17)	18	(5)	12	(6)	30	(5)	131	(12)	165	(17)	296	(14)
Semi-Professional	40	(5)	35	(4)	75	(5)	7	(2)	11	(5)	18	(3)	47	(4)	46	(5)	93	(4)
Managerial	1	---	0	---	1	---	0	---	0	---	0	---	1	---	0	---	1	---
Clerical	14	(2)	143	(18)	157	(10)	5	(1)	38	(18)	43	(8)	19	(2)	181	(18)	200	(10)
Sales	3	---	6	(1)	9	(1)	1	---	2	(1)	3	(1)	4	---	8	(1)	12	(1)
Service	36	(5)	47	(6)	83	(5)	8	(2)	26	(12)	34	(6)	44	(4)	73	(7)	117	(6)
Agriculture etc.	7	(1)	3	---	10	(1)	0	---	0	---	0	---	7	(1)	3	---	10	---
Skilled Trades	141	(19)	30	(4)	171	(11)	84	(25)	9	(4)	93	(17)	225	(21)	39	(4)	264	(13)
Semi-Skilled	0	---	1	---	1	---	1	---	0	---	1	---	1	---	1	---	2	---
Unskilled	0	---	0	---	0	---	0	---	1	---	1	---	0	---	1	---	1	---
Indefinite	402	(53)	365	(47)	767	(50)	213	(63)	113	(53)	326	(59)	615	(56)	478	(48)	1093	(52)
Total	757	(100)	783	(100)	1540	(100)	337	(98)	212	(99)	549	(99)	1094	(100)	995	(100)	2089	(100)

Chi-square = 69
df = 10
P< = .001

area of post-high school activity. For example, college or training below the college level indicate a continuation of formal educational experiences. Plans for working indicate a discontinuation of formal education.

Thirty-eight percent of the class of 1965, including sixty percent of the dropouts and thirty-one percent of the graduates, left school without indicating a post-high school plan. In addition, only three percent of the class of 1965 planned on going directly to work and eight percent of the class were undecided. Five percent of the boys planned on entering military service, while only two of 998 girls expected to enlist. Six of the 998 girls indicated that homemaking was their main goal. Twenty-nine percent of the class, including thirty-six percent of the graduates and nine percent of the dropouts, planned on college. Advanced training plans at a level below college were indicated by sixteen percent of the graduates, thirteen percent of the dropouts and fifteen percent of the class. A word of caution, in regard to this table, is in order for two reasons: (1) according to Table 5, sixty-one percent of the respondents of the class of 1965 were working as compared with the three percent who had planned on working immediately after graduation; and (2) the method of obtaining information from the student and the entry of such information into the cumulative records may be open to question.

Education factors: There are a number of education factors commonly believed to be important in the prediction or evaluation of a student's performance in school. For example, the intelligence quotient has been widely used to predict general academic performance and also has been used as a base for the evaluation of a student's present school performance.

TABLE 16

Educational Plans* of the Graduates and Dropouts of the Class of 1965

Educational Plan	Graduates						Dropouts						Total					
	M=760		F=786		T=1546		M=337		F=212		T=549		M=1097		F=998		T=2097	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
College	291	(38)	271	(34)	562	(36)	31	(9)	16	(8)	47	(9)	322	(29)	287	(29)	609	(29)
Training below College level	103	(14)	149	(19)	252	(16)	31	(9)	38	(18)	69	(13)	134	(12)	187	(19)	322	(15)
Work	14	(2)	32	(4)	46	(3)	10	(3)	9	(4)	19	(3)	24	(2)	41	(4)	65	(3)
Military Service	37	(5)	2	---	39	(3)	15	(4)	0	---	15	(3)	52	(5)	2	---	54	(3)
Homemaking	0	---	6	(1)	6	---	0	---	0	---	0	---	0	---	6	(1)	6	---
Undecided	65	(9)	66	(8)	131	(8)	30	(9)	15	(7)	45	(8)	95	(9)	81	(8)	176	(8)
No plan indicated	234	(31)	244	(31)	478	(31)	205	(61)	123	(58)	328	(60)	439	(40)	367	(37)	806	(38)
Other	16	(2)	16	(2)	32	(2)	15	(4)	11	(5)	26	(5)	31	(3)	27	(3)	58	(3)
Total	760	(101)	786	(99)	1546	(99)	337	(99)	212	(100)	549	(101)	1097	(100)	998	(101)	2095	(99)

*From most recent entry on the cumulative records which are brought up to date annually.
Chi-square = 215
df = 7
P< = .001

Aptitude tests, more recently, have been used for similar purposes. Of course, past performance, such as average marks, has also been considered a valid measure of a person's performance and a reliable predictor of future grades in school. In addition to these three factors the following were tabulated: (1) the number of failures during the student's last full semester in school; (2) the number of senior high school credits earned before termination of school; (3) enrollment in special programs such as remedial reading; and(4) participation in activities such as student council or football. The purpose for tabulating these seven factors was to provide data with regard to similarities and differences between graduates and dropouts. Also, this information would permit a partial description of the class of 1965 for North, South, Central and Vocational high schools.

Table 17 shows the distribution of intelligence quotients for the class of 1965 including graduates and dropouts, with significant differences at the .001 level. The instrument used was a form of the Otis Beta Test which was administered in grade six or in junior high school. The distributions for both graduates and dropouts are similar, with insufficient difference to justify separate treatment. For the four schools, there were 231 (16%) students with an I.Q. of 115 or higher and 272 (19%) with an I.Q. of 90 or below; 1,955 students (65%) had I.Q.s of 91 through 114. However, because of the length of time since the administration of the test and the location of the schools in poverty areas, we can expect some changes in these scores; and that the changes would tend to lower the mean score of the groups because of the tendency of this type of population to test lower on successive tests as they mature. During the

TABLE 17

Distribution of Intelligence Quotients* for th Class of 1965
From North, South, Central and Vocational High Schools

I.Q.	Graduates						Dropouts						Total Class of 1965					
	M=532		F=534		T=1066		M=251		F=141		T=392		M=783		F=675		T=1458	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
133 and up	1	---	2	---	3	---	0	---	0	---	0	---	1	---	2	---	3	---
127 - 132	13	(2)	13	(2)	26	(2)	1	---	0	---	1	---	14	(2)	13	(2)	27	(2)
121 - 126	28	(5)	34	(6)	62	(6)	2	(1)	3	(2)	5	(1)	30	(4)	37	(5)	67	(5)
115 - 120	36	(7)	71	(13)	107	(10)	18	(7)	9	(6)	27	(7)	54	(7)	80	(12)	134	(9)
109 - 114	75	(14)	92	(17)	167	(16)	15	(6)	22	(16)	37	(9)	90	(12)	114	(17)	204	(14)
103 - 108	83	(16)	102	(19)	185	(17)	39	(16)	31	(22)	70	(18)	122	(16)	133	(20)	255	(17)
97 - 102	99	(19)	92	(17)	191	(18)	44	(18)	27	(19)	71	(18)	143	(18)	119	(18)	262	(18)
91 - 96	94	(18)	68	(13)	162	(15)	49	(20)	23	(16)	72	(18)	143	(18)	91	(13)	234	(16)
85 - 90	56	(11)	31	(6)	87	(8)	28	(11)	16	(11)	44	(11)	84	(11)	47	(7)	131	(9)
79 - 84	28	(5)	22	(4)	50	(5)	27	(11)	6	(4)	33	(8)	55	(7)	28	(4)	83	(6)
73 - 78	10	(2)	6	(1)	16	(1)	18	(7)	1	(1)	19	(5)	28	(4)	7	(1)	35	(2)
72 and below	9	(2)	1	---	10	(1)	10	(4)	3	(2)	13	(3)	19	(2)	4	(1)	23	(2)
Total	532	(101)	534	(98)	1066	(99)	251	(101)	141	(99)	392	(98)	783	(101)	675	(100)	1458	(100)

*Otis - administered in grade 6 or junior high school

Chi-square = 65
df = 11
P< = .001

ninth grade, all students are given the Differential Aptitude Tests for the purpose of defining their aptitudes in various areas related to learning. This battery of tests consists of six timed tests including: (1) verbal reasoning, (2) numerical ability, (3) abstract reasoning, (4) space relations, (5) mechanical reasoning, and (6) clerical speed and accuracy. Much of the recent literature argues that, as a group, the dropouts have lower mean abilities than the graduates and, because of their inability to compete on an equal basis, tend to drop out of school. Table 18 shows the average raw scores and percentiles of the Differential Aptitude Tests for graduates and dropouts of the class of 1965. The percentiles represent the average raw score, not a mean of all percentiles. The scores for males and females were not summed because of the use of separate distributions for each, and "N" was not shown because the number varied from test to test. According to the table, the graduates had higher mean raw scores than the dropouts in each test. Unfortunately, we have no indication of variation in the means, but the differences shown probably indicate that some factor other than chance is operating.

TABLE 18

Average Raw Scores and Percentiles of the Differential Aptitude Tests for Graduates and Dropouts of the Class of 1965

Test	Graduates				Dropouts			
	Male		Female		Male		Female	
	RS	%	RS	%	RS	%	RS	%
Verbal Reasoning	18	(55)	19	(55)	14	(35)	14	(35)
Numerical Ability	17	(55)	17	(55)	11	(30)	13	(35)
Space Relations	41	(55)	37	(60)	33	(45)	30	(50)
Abstract Reasoning	27	(55)	27	(55)	23	(40)	21	(40)
Mechanical Reasoning	33	(40)	22	(50)	29	(30)	20	(45)
Clerical Speed and Accuracy	46	(45)	54	(50)	41	(25)	50	(30)

The average marks in ninth grade for the graduates and dropouts of the class of 1965 are shown in Table 19, with differences significant at the .001 level. The last catagory under average marks, D and F, was combined because of a rather unusual circumstance related to the assignment of numerical values to letter grades. The matter will not be discussed in this report, except to say that the assignment of a plus one (+1) to a D and a minus one (-1) to an F is not the most logical approach to such matters and should be reconsidered soon.

According to Table 19, twenty-seven percent of the class of 1965 earned an A or B average in ninth grade. This percentage breaks down to five percent of the dropouts and twenty-eight percent of the graduates, with a higher percentage of girls earning A's and B's than of boys.

Forty-five percent of the dropouts had a D or an F average in ninth grade as compared with sixteen percent of the graduates. However, the two groups were about the same in actual numbers, with 275 dropouts and 244 graduates, for a total of 519 individuals out of the entire class of 1965. The boys who had received a D or an F average in ninth grade outnumbered the girls three to two, with no difference evident between graduates and dropouts.

Table 20 shows the number of subjects failed by graduates and dropouts of the class of 1965 during the last full semester in school, with differences significant at the .001 level. The number of subjects ranges from zero through six, with the number nine being coded if the last full semester was outside the Minneapolis school system. Ninety-seven percent of the

TABLE 19

Average Mark in Grade Nine for the Graduates and Dropouts of the Class of 1965

Average Mark	Graduates						Dropouts						Total					
	M		F		T		M		F		T		M		F		T	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
A	34	(5)	64	(8)	98	(6)	0	---	0	---	0	---	34	(3)	64	(7)	98	(5)
B	171	(23)	255	(33)	426	(28)	7	(2)	17	(9)	24	(5)	178	(17)	272	(28)	450	(22)
C	401	(54)	348	(45)	749	(49)	115	(37)	89	(46)	204	(41)	516	(49)	437	(45)	953	(47)
D and F	140	(19)	104	(13)	244	(16)	186	(60)	89	(46)	275	(55)	326	(31)	193	(20)	519	(26)
Total	746	(101)	771	(99)	1517	(99)	308	(99)	195	(101)	503	(101)	1054	(100)	966	(100)	2020	(100)

Chi-square = 346
df = 3
P< .001

TABLE 20

Number of Subjects Failed During Last Full Semester by Graduates and Dropouts of the Class of 1965

Number of Subjects	Graduates N=1540		Dropouts N=548		Total N=2088	
	N	%	N	%	N	%
0	1495	(97)	185	(34)	1680	(80)
1	30	(2)	94	(17)	124	(6)
2	3	---	84	(15)	87	(4)
3	1	---	66	(12)	67	(3)
4	0	---	53	(10)	53	(3)
5	0	---	33	(6)	33	(2)
6	1	---	6	(1)	7	---
9	10	---	27	(5)	37	(2)
Total	1540	(100)	548	(100)	2088	(100)

*9 was coded if last school attended was outside the Minneapolis school system.
Chi-square = 1045
df = 27
P< .001

graduates and thirty-four percent of the dropouts did not fail a course during their last full semester in school. Two percent of the graduates failed one course, and of the remaining one percent, three students failed two courses, one student failed three courses, and one student failed six courses.

The number of senior high school credits earned by graduates totals thirty or more in most cases. Only in unusual situations, such as for out of city transfers or older dropouts, is the number of credits fewer than that specified in the educational bulletin. However, the number of credits earned by dropouts is of interest since the number will provide a dimension other than time with regard to the duration of the dropout's high school experience. Table 21 shows the number of senior high school credits earned by dropouts. The credits are grouped in intervals of three units each for convenience, and the credits for males and females are shown separately. There were no differences by sex with regard to the number of credits earned, except that one girl showed remarkable persistence; she earned enough credits to be in the thirty to thirty-two credit interval. The distribution was not quite even throughout the range, with sixty-six percent of the dropouts having fourteen or fewer credits and thirty-four percent having fifteen or more credits.

TABLE 21
Number of Senior High School Credits Earned by Dropouts

Credits	Dropouts M=337		F=212		Total N=549	
	N	%	N	%	N	%
0 - 2	46	(14)	41	(19)	87	(16)
3 - 5	37	(11)	19	(9)	56	(10)
6 - 8	41	(12)	21	(10)	62	(11)
9 - 11	69	(20)	39	(18)	108	(20)
12 - 14	35	(10)	17	(8)	52	(9)
15 - 17	30	(9)	15	(7)	45	(8)
18 - 20	21	(6)	25	(12)	46	(8)
21 - 23	16	(5)	13	(6)	29	(5)
24 - 26	23	(7)	17	(8)	40	(7)
27 - 29	19	(6)	4	(2)	23	(7)
30 - 32	0	---	1	---	1	---
Total	337	(100)	212	(99)	549	(99)

Chi-square = 14.2
df = 10
N.S.

The Minneapolis school system has offered a number of special programs to elementary, junior, and senior high school students for the purpose of developing skills and adjusting the existing programs to meet individual needs. Table 22 shows the special programs taken by the class of 1965 during junior and senior high school, with differences between the graduates and dropouts significant at the .001 level.

Eight percent of the graduates and eighteen percent of the dropouts took part in one or more of the special programs while in junior and senior high school. While the percentage might seem a little low for the area, the actual number of students receiving help (221) indicates a real need in the community for this sort of attention.

A commonly held opinion with regard to dropouts is that they do not participate in school activities. A comparison of the number of activities participated in by graduates and dropouts of the class of 1965 is shown in Table 23. The results seem to support the opinion, for

TABLE 22

Special Programs Taken by the Class of 1965 During Junior and Senior High School

Special Program	Graduates						Dropouts						Total					
	M =760		F=785		T=1548		M=337		F=212		T=549		M=1097		F=997		T=2094	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
10th Grade Work Program	6	(1)	0	---	6	---	14	(4)	1	---	15	(3)	20	(2)	1	---	21	(1)
Reading Center	33	(4)	9	(1)	42	(3)	18	(5)	4	(2)	22	(4)	51	(5)	13	(1)	64	(3)
Special Class for Emotionally Disturbed	0	---	0	---	0	---	1	---	0	---	1	---	1	---	0	---	1	---
Special Class for Developmental Reading	0	---	0	---	0	---	2	(1)	1	---	3	(1)	2	---	1	---	3	---
Slow Learners	16	(2)	9	(1)	25	(2)	9	(3)	2	(1)	11	(2)	25	(2)	11	(1)	36	(2)
Special Education	13	(2)	10	(1)	23	(1)	14	(4)	6	(3)	20	(4)	27	(2)	16	(2)	43	(2)
Remedial Mathematics	1	---	1	---	2	---	2	(1)	2	(1)	4	(1)	3	---	3	---	6	---
Remedial English and Reading	16	(2)	8	(1)	24	(2)	19	(6)	4	(2)	23	(4)	35	(3)	12	(1)	47	(2)
None	675	(89)	748	(95)	1423	(92)	258	(77)	192	(91)	450	(82)	933	(85)	940	(94)	1873	(89)
Total	760	(100)	785	(99)	1548	(100)	337	(101)	212	(100)	549	(101)	1097	(99)	997	(99)	2094	(99)

Chi-square = 64.5
df = 8
P< = .001

eighty-seven percent of the dropouts were not involved in any school activity. However, it is worth noting that forty-four percent of the graduates were not involved in any activities either, and that the actual number of graduates not involved in any activities (664) was higher than the comparable number of dropouts (470).

Table 23
Number of Activities Participated in by Graduates and Dropouts of the Class of 1965

Number of Activities	Graduates N=1528		Dropouts N=549		Total N=2077	
	N	%	N	%	N	%
0	668	(44)	470	(87)	1138	(55)
1	315	(21)	56	(10)	371	(18)
2	203	(13)	13	(2)	216	(10)
3	126	(8)	7	(1)	133	(6)
4	68	(4)	3	(1)	71	(3)
5	69	(5)	0	---	69	(3)
6	33	(2)	0	---	33	(2)
7	26	(2)	0	---	26	(1)
8	9	(1)	0	---	9	---
9	11	(1)	0	---	11	(1)
Total	1528	(101)	549	(101)	2077	(99)

Chi-square = 300
df = 9
P$\angle$ = .001

Summary

1. Data were collected from the cumulative records of the class of 1965. The results were categorized into the following general areas: (a) student mobility, (b) family description, (c) student goals and (d) education factors.
2. The graduates and dropouts were compared in terms of the following factors:
   (a) Changes in home address.
   (b) Number of school transfers.
   (c) Number of years attending Minneapolis schools.
   (d) Junior high school status.
   (e) Family status.
   (f) Father's occupation.
   (g) Vocational plans.
   (h) Educational plans.
   (i) Distribution of intelligence quotients.
   (j) Average mark in ninth grade.
   (k) Number of courses failed during last full semester in school.
   (l) Special programs taken.
   (m) Participation in school activities.
3. Distributions of graduates and dropouts were examined with the statistic chi-square. All comparisions of graduates and dropouts showed differences significant at the .001 level.
4. An examination of data showed no unusual differences between male and female dropouts. Two tables were included comparing male and female dropouts with regard to: (a) number of high school semesters completed and (b) number of senior high school credits earned. Examination of these distributions with the statistic chi-square showed no significant differences between male and female dropouts.

CHAPTER 4

Comments and Recommendations

Introduction

The discussion in this chapter will center around the efforts made by the four Project 13 counselors to provide services, as specified in the objectives in Chapter I, to the target area communities. These efforts included: (1) the various service activities of the counselors, (2) the follow-up study of the class of 1965, and (3) the collection of historical data with regard to the class of 1965.

Counselor Services

Community needs. According to Table 1, approximately twenty-six percent of the class of 1965 did not complete high school. In other words, they became dropouts. The figure varied from school to school but remained relatively constant, ranging from twenty-two percent at North High School to thirty-one percent at South High School. Over a three-year period, then, one could expect in excess of 1500 dropouts from the target area schools. Some returned to complete school but the vast majority did not. This information alone is cause enough to justify an aggressive outreach program of counseling in these areas. However, the need is a broader one than just the serving of dropouts, since many of the graduates have marginal academic and vocational skills, and as a result, many experience failure and disappointment in initial job and educational experiences. These graduates, too, need a community resource to turn to. The fact that the counselors had nearly 3,000 personal contacts with approximately 900 individuals during the first six months of the program indicates a continuing need for this type of service.

Counselor activities: Now that the service has been provided and demonstrated to be effective, a word of catuiton is necessary since there is always the

possibility that pressures will be exerted to incorporate and assimilate this service into the regular school structure. From there, it would be but a short step to begin serving only the in-school population and to exclude the out-of-school population. Therefore, a continuous effort must be made to insure the uniqueness of the 13th year program, and especially the counselor's freedom in decision-making and action formulation.

It should be emphasized that this is a different program, different in that the post-high school counselor is an action-oriented counselor. He deals first with the "here and now" in assisting the client to determine and act upon needs. Of course, the counselor also must provide for the longitudinal point of view in keeping case histories and interview notes, but his real value to the client is in direct proportion to his ability to provide realistic and workable alternatives to be acted upon <u>now</u>. In order to facilitate this kind of action, the counselor must have comprehensive knowledge of both his school and the community. This is, in turn, acquired only through the establishment and maintenance of direct contacts such as with the state department of education, the Youth Opportunity Center or the school vocational trades. In other words, the counselor needs considerable freedom of movement and the skill to use this freedom for the eventual benefit of the client.

<u>Future direction:</u> The needs of the community are fairly obvious and can best be served by knowledgeable post-high school counselors providing outreach and regular counseling services. For the record, it would help in evaluation if a breakdown of telephone calls into types and a better method of recording the "flavor" of the personal contacts were available. In addition, the post-high school counselor should spend more time out in the community working closely with other interested agencies in

providing the maximum education, training, and employment opportunities for all members of the community.

There are, of course, other directions and goals to pursue, and these should be the object of discussion during the late summer and early fall by the four counselors and any "interested others." A few of these directions might be: (1) a well defined study of the dropout, with both cause and prevention being considered, (2) a structured effort to provide school staffs with information in regard to community action programs, and (3) a continuing inquiry into the area of undefined and unmet community needs such as the effort that resulted in the establishment of the Independent Study Unit during the spring of 1966 to meet the needs of those individuals unable to obtain education in any other manner.

Follow-up Study

General comments: The follow-up study of the class of 1965 indicated that, for the most part, the class was taking an active and productive role in the community. Only five percent of the graduates and eighteen percent of the dropouts were unemployed, and most of these persons were able to obtain employment when directed to sources by the post high school counselors. The comment generally heard in reply to these employment figures is that "in good times anybody can get a job," but the important point is that, given a chance, these people will work or seek training. They will attempt to become a productive part of the economy.

Formal training: In view of the approximately forty-two percent of the graduates and the four percent of the dropouts who were taking further

training, the schools might well look into the extent to which these young people are being provided with the skills necessary for survival in a competitive educational environment. Also, included in the general consideration of formal training might well be the five percent of graduates and the twenty percent of dropouts now in the military service and in a position to profit from service schools which offer courses ranging from electrician to storekeeper. In any event, preparation of target area student populations for further formal training experiences, through maximum development of (1) communications skills, (2) sources of information, (3) specific skills such as in electronics, and (4) development of positive attitudes seems to be a desirable goal. This is especially vital for those individuals, upward bound and seeking to change their socioeconomic status, who must depend upon the school rather than their parents to provide them with the skills necessary for such mobility.

Vocational training: The question of special training for youth in poverty areas has been widely discussed with many of the suggested solutions centering around the provision of technical and trade training. Since one of the schools involved in the study is a technical and trade school with a highly selective admissions policy, a comparison of retention effectiveness of the technical school, Vocational, with the other three schools, North, Central and South seems to be desirable. According to Table 1, the three neighborhood schools had a combined dropout average of twenty-six percent as compared with a dropout rate of twenty-eight percent for Vocational. On the surface, at least, this would seem to suggest that something more than a specialized curriculum and selective admissions are needed to improve the retention effectiveness of a school. With

this comparison in mind, examination of Table 6 indicates that with regard to skilled, semi-skilled and unskilled occupations, the percentage of graduates does not differ greatly from the percentage of dropouts. This may be questioned, however, since the dropouts have had slightly more time to work into the semi-skilled and skilled occupations.

Future direction: Two types of follow-up studies seem to be desirable, including a second follow-up on the class of 1965 and a follow-up on the class of 1966, which would be similar to the study conducted in fall of 1965 on the class of 1965. For the class of 1965, data with regard to employment and training would provide for a comparison to be made between the fall of 1965 and the fall of 1966. A follow-up of the class of 1966 would provide an opportunity for a comparison with the class of 1965 in regard to similarities and differences in training and employment. Each follow-up would also provide the post-high school counselors with knowledge of who might profit from their outreach services.

In addition to the different types of class follow-up, a follow-up of referrals and/or personal contacts seems to be desirable. During the past year, the post-high school counselors had considerably more work than time, and, as a result, evaluation of the direct work of the post-high school counselor was postponed. A follow-up study in the near future should provide the counselors with information leading to an evaluation of the unique role of the post-high school counselor and the services provided to the client. This follow-up study should emphasize the client perceptions of his involvement with the post-high school counselor.

The problem with this type of follow-up study is that of the "generosity" factor, in addition to other inherent weaknesses of the "self report" type of report. At the very least, structured responses should be included in such a questionnaire. However, in spite of weaknesses in the instrument of inquiry, the information is needed and should be gathered.

Descriptive Data

General comments: One of the major efforts of the four Project 13 counselors was to collect historical data from the cumulative records in regard to the class of 1965. This was actually broken down into two categories; (1) graduates and (2) dropouts, for the purpose of making comparisons. This type of data has been collected in other places at other times but seemed desirable here because of the uniqueness of the target area population and the need for raw data. Raw data were desired since it is always helpful to examine the basic data in order to determine the usefulness of tests of significance.

Discussion of results: The general results were that with regard to four general categories--(1) student mobility, (2) student goals, (3) family situation, and (4) educational characteristics of the individual--significant differences existed between the graduates and dropouts. In other words, factors other than chance were involved. However, the meaning to be attached to these differences was not clear. For example, the factors could have been operating: (1) to favor the graduates, (2) to penalize the dropouts, or (3) to affect both groups at the same time.

In other words, the existence of significant differences between the two groups does not in itself suggest any meaningful differential treatment. As a matter of fact, any selection of a group from an incoming sophomore class to receive differential treatment is likely to include more potential graduates than dropouts. The only possible exceptions to this might be a selection on the basis of attendance and/or a low grade point average in ninth grade. In this case, while we could probably select a group for treatment, selection of treatment would not be so simple a problem.

Future direction: Certainly, the most obvious procedure with regard to future services would be to examine the class description as a whole and proceed from that point. For example, what problems do the children from broken homes experience in the school environment or what are the subtle means of rejection that this student feels in the classroom? One could continue on in this vein but the point has been made. The schools might well ask whether or not all the students have had available all the means to achieve the stated objectives of the Minneapolis educational system. This question is also pertinent to the provision of an equal opportunity to counteract the disadvantages of home and neighborhood. Another suggestion would be for someone to become familiar with the literature as it relates to dropouts, formulate a theory and postulates, state one or more hypotheses, and set up treatment for part or all of the incoming sophomore classes in target area schools. Some effort along these lines would seem to be desirable, while not on a large scale, certainly with a control and experimental group of thirty to forty students each or with an experimental group of approximately one hundred individuals with pre- and post-tests or perhaps a comparison of performances in ninth and tenth grade

There was a considerable amount of effort put into the collection of descriptive data for the class of 1965, and it would not seem wise to duplicate the study for the class of 1966. Rather, this effort would be better expended toward defining and testing corrective and preventive measures with regard to school dropouts or any other educational deficiency deemed worthy of attention. Certainly, there needs to be a very well structured attempt to determine why the dropout leaves school, and in view of the problems involved, this would require considerable time and effort on the part of the counselors.

In any event, the year just passed was a rather successful one, and, to those of us directly involved, a highly satisfying experience in participating in a somewhat new dimension of counseling and professional self-direction.